



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

AMERICANIZATION IN THE THORNTON TOWNSHIP HIGH SCHOOL

LEWIS WILBUR SMITH
Joliet Township High School, Joliet, Illinois

The purpose of this paper is to describe an experiment in Americanization conducted in the Thornton Township High School of Harvey, Illinois, during the spring of 1919, in order to crystallize the experience for use in later projects of the same kind.

This school of Americanization was the outgrowth of preceding attempts in the conduct of a night school. In the fall of 1917 the Thornton Township High School conducted a night school offering vocational courses of various kinds, together with a course in English for foreign-born people. To this offering for the foreign-born about sixty people responded and the work was so successful that it resulted in a demand that the night school be continued. When, therefore, the proposal to reopen the school was put forward in the fall of 1919, the principal of the high school entered into correspondence with the Bureau of Naturalization at Washington with the hope of securing the benefit of the experiences of that bureau in other places. This correspondence brought to Harvey representatives from the bureau for the purpose of promoting a school for foreign-born.

The leaders of the various industries in Harvey became interested, and a local committee, composed of the heads of various industries, was organized for the purpose of launching the project. Practically all of the managers of the various industries promised energetic assistance. They even declared that they would give preference in their employment to those who attended the night school. One firm went so far as to inform its employees that it would retain no one who did not make specific plans toward naturalization. A further stimulus in securing enrolment was the agreement of the Bureau of Naturalization that the men who acquired some speaking knowledge of English and mastered a

certain minimum amount of information regarding the United States government would be given government diplomas which would be accepted in lieu of a court examination when the man in question should present his petition for naturalization. The factory heads were interested in the proposals because they saw in them a means of making their employees more efficient in their daily work. They were also moved by the belief that the men would be more satisfied in their work if they had a better comprehension of their civic relations and would be less susceptible to various types of detrimental agitation.

The campaign for enrolment was launched by the use of various means of publicity: statements were placed in the newspapers regarding the school; cards were printed and posted in conspicuous places about the various factories; circulars describing the work of the school were put in the hands of all elementary- and high-school pupils in the community and were also distributed at the factory gates. Because printed matter would not reach a large majority of the people whom it was sought to influence, a personal propaganda was organized throughout the various plants. Factory executives appointed leaders in the various language groups who could explain to the men individually the purposes of the school. Through this latter means especially actual advance enrolment was secured. Each enrolment card bore a number which became the student's permanent enrolment number. In later correspondence with factories this was found to be a convenient means of identifying the men both in the factory and in the school. When the enrolment card was filled out, a class ticket was issued bearing the same name and number as the enrolment card. The man always kept this class ticket in his possession and by means of it was directed about the school building.

While the campaign of advertising and enrolment was going on another line of preparation had to be promulgated. The enterprise was new and strange to the members of our faculty; only one teacher had had experience in teaching foreign-born. Therefore, a number of meetings were held in which methods of teaching foreign-born were discussed. One of the most helpful features of these meetings was a series of demonstrations by the teacher of

German, who gave a few lessons in German to the faculty, using modifications of the direct method applicable to adult men of foreign birth. One of the advantages of these lessons was the

SCHOOL OF AMERICANIZATION

THORNTON TOWNSHIP HIGH SCHOOL

Enrolment Card

Name _____ No. _____
 (Print Name in Capitals)
 Address _____
 Age _____ Occupation _____
 Name of employer _____
 Nationality _____ Married or single _____
 How long have you been in this country? _____
 Can you read in your own language? _____ Can you write in your own
 language? _____ Can you speak English? _____ Can you read English?
 _____ Can you write English? _____ Have you taken out your first papers?
 _____ When _____ Have you taken out your second papers? _____
 When _____ Signature of enrolling agent _____

Class Ticket

SCHOOL OF AMERICANIZATION

THORNTON TOWNSHIP HIGH SCHOOL

Harvey, Illinois

Name _____ No. _____

This card admits the bearer whose name appears above to the School of Americanization at Thornton Township High School beginning Tuesday, April 8, at 7:30 P.M. The first meeting is in the auditorium of the High School. Classes in the American language and American government meet Tuesday and Thursday evenings. Those who have not enrolled in factories may enrol at the school. Bring this ticket to the school.

fact that the English-speaking members of the faculty could appreciate some of the difficulties that a foreigner experiences in learning a new tongue. The fact that German was the subject-matter of the demonstration lessons was a distinct advantage.

A later attempt to give a demonstration lesson in English was found almost profitless because discussions of method became extended and involved.

Twenty-five teachers constituted the night-school force. In order to provide for the efficiency of the school one of the instructors was appointed inspector whose duty it was to visit various classes and to be the bearer from one teacher to another of information regarding successful methods of instruction. A faculty counselor remained in the office every evening that the school was in session to give suggestions to people coming into the night school.

Still another line of preparation looked toward the proper classification of the students. Enrolment cards indicated that several hundred men would be on hand. Some attempt to get an idea of the men's linguistic attainments was made by means of the enrolment cards, but it was found that this information was quite insufficient to give proper grading to the men.

At this point Professors H. O. Rugg and F. N. Freeman, of the University of Chicago, recommended that the best procedure would be to attempt, first, by a series of tests to separate the English-speaking from the non-English-speaking foreign-born; second, by reading tests to grade the English-speaking so that they might be assigned to classes according to their reading ability; third, by a series of intelligence tests to classify the non-English-speaking according to their rank in mental ability. For determining whether the men were English- or non-English-speaking, a series of tests analogous to those used in the army were used.¹ The intelligence test to rank the non-English-speaking according to mental ability was the Porteus test.² The test to rank the English-speaking according to their reading ability was the Courtis test.³

On the opening night of the school over five hundred men assembled, the testing and grading of whom was a considerable task. To give them confidence in the work that was to be undertaken, the principal of the high school delivered a short address, as follows:

¹ Adapted especially for the purpose.

² C. H. Stoelting & Co., Chicago, Illinois.

³ S. A. Courtis, *Silent Reading Test*, No. 2. Issued by S. A. Courtis, 82 Eliot St., Detroit, Michigan.

I want to welcome you to this building and to this school. We are very glad indeed that you are here. We want in the next few weeks to work with you. As teachers in this school we are interested in this school and we want you to be interested in this school. By your coming you show that you are interested in our country, and this school is for the purpose of working together—teachers and men working together—in the interests of this country. The United States government has sent representatives to Harvey to encourage the factory leaders to have you come. The United States government sent its representatives here to urge us as teachers to work with you. The United States government is interested in having you study problems of America. The United States government is glad that you are interested in it. We are going to work hard and do as much as possible in that respect.

There are people here of all kinds of nationality. Many languages are represented here. Some can speak English, some only a very little, and some can speak no English at all. We will have a difficult time to place you in classes in which you ought to be. So we are going to ask you to help us to make records on paper tonight. We shall give you a card Thursday night showing you to what class you belong. This will be a hard thing to do. Then we shall begin the teaching on Thursday night, and we want you to come Thursday night at 7:30 so that we can get started on time. Come to this same room on Thursday night; if possible come a little earlier than 7:30. We ask you to be patient as it will be difficult to get you on record tonight. We shall ask you to take certain tests tonight and after we have given these tests we shall be able to place you in the class where you belong.

I want to say a word to those who can speak English. If there are others here who do not know what to do, kindly help them out. The first thing we are going to do is to give you a textbook in English about the United States government. This book is furnished free by the government and is your property. Take it with you and bring it back to class each night. Several of the teachers will now distribute these textbooks and pencils. The pencil is yours; keep it and bring it back each night and use it.

Now, men, let me have your attention again. You have in your possession a class ticket. Will someone hold it up? You have a class ticket. Keep that class ticket and whenever any teacher asks you what your number is, tell him the number. Keep your class ticket the remainder of the evening and bring it with you next Thursday night. On Thursday night you will be given another card.

We are going to the rooms where we will give these tests. These tests were taken by teachers in this high school, by pupils, and by three million soldiers all over the country. The tests have been very widely used. They have been well enough used so that they will be understood.

Now I will read some numbers of men who can speak English. After a little these men will follow the teachers to the rooms where they are to go. Is 438 here? 439? Put up your card. Very well. 440? All right. 449?

506? 507? All right. 508? All right. That is enough. Those men who have held up their cards go to the rear of the room and the teachers will lead you to the rooms. The rest follow. All right, go ahead.

After this short session in the general auditorium the men were sent in three large groups to be tested by teachers who had been thoroughly trained in the method of handling the tests. Procedure had not gone very far with the test for distinguishing English-speaking and non-English-speaking before teachers began to report that the test was failing. Only a small number of the men were able to manage the tests. The teachers felt at first that something was the matter with the tests, but it was found later that this was not the difficulty. The principal and the faculty had been misled by the information received on the enrolment cards. Preparations had been made for a relatively small number of non-English-speaking men and small provision had been made to give this group the intelligence test. There were no resources whereby several times the original number planned for could be given the intelligence test; and because of the unexpectedly large number who did not respond to the test the teachers did not have confidence in the resulting classification.

Here was a practical difficulty demanding an immediate and radical change in plans. The test to differentiate the English from the non-English-speaking foreign-born had apparently failed. The intelligence test could not be given. The only thing that remained to be done was to give the reading test.

Later, when going over the material, it was found that even the tests for distinguishing the non-English-speaking group were in a high degree reliable. In the reading test, Part I of the Courtis test was not found adaptable for this work. The men in response to the instructions to "mark" when the examiner gave the signal to do so, would make a circle at any place on the paper—at the top, in the margin, at the bottom, or any place that their fancy indicated. Part II was found to be a fairly accurate method of ranking the men according to reading ability. The men were dismissed with instructions to return at the next regular session of the school.

Because of the fact that other men would appear on succeeding nights and in order to check up further the Courtis tests with other material, a series of pamphlets was selected which had been fairly well graded by practical experience in the schools. These pamphlets, together with the school grade assigned to them, were as follows: *Columbus*, second grade, by McCabe; *Washington*, third grade, by Reiter; *The Story of Lincoln*, fourth grade, by Reiter; *Life in Colonial Days*, fifth grade, by Tillinghast; *The Story of Our Flag*, sixth grade, by Baker (all published by Hall and McCreary).

On the basis of the first night's testing the men were sent to classes. One class was ranked as highest, one as second, one as third, two as fourth, and three as fifth, ranks in the classes being determined by the tests. The remainder of the men, non-readers, were arbitrarily divided into groups. The graded pamphlets referred to above were applied to the series of classes having the ranks assigned above. They were found to have the following grades, corresponding to similar grades in the public schools:

Highest.....	6th grade
Second highest.....	5th grade
Third highest.....	4th grade
Fourth highest.....	3rd grade
Fifth highest.....	2nd grade
Remainder.....	1st grade

A little later one class was selected from the non-English-speaking group and called an illiterate first grade because the men involved could not read or write in their own language. Moreover, it was noted that there was no real difference between the fourth and fifth grades. The textbooks used in the various grades are as follows: first grade, *English for New Americans*, by W. Stanwood Field and Mary E. Coveney (Silver, Burdett & Co.); second grade, *Civics for Americans in the Making*, by Anna A. Plass (D. C. Heath & Co.); third grade, *Plain Facts for Future Citizens*, by Mary F. Sharpe (American Book Co.); fourth and fifth grades, *Civics for New Americans*, by Hill and Davis (Houghton Mifflin Co.); sixth grade, *Our America*, by John A. Lapp (Bobbs-Merrill Co.).

These selections were made after a careful examination of a large number of books in this field. In addition to the basal readers supplementary reading was used. The books were those which had been used for grading, namely: *Columbus*, *Washington*, *The Story of Lincoln*, *Life in Colonial Days*, and *The Story of Our Flag*. In addition, Miss C. I. Stalker, English instructor in the high school, prepared a series of articles on the government of Harvey which were published in the local newspaper. One of these articles appeared each week and a quantity of each number of the newspaper was secured and used in the class as supplementary reading.

The methods described above resulted in considerable homogeneity in the various groups. Occasionally there were mistakes, and wherever a man was considerably above or below his group he soon became discouraged. When errors of this order were discovered in time and the men were transferred they were content in their new surroundings. The greatest difficulty in grading was in the non-English-speaking group where it had been intended to give the intelligence test. The need for such an intelligence test became markedly evident during the course of the ten weeks. Some of the men could advance very much more rapidly than others; those who could not keep the pace had a tendency to drop out. This was true whether a man was either much above or much below his group. In the first place, pride will not permit an adult who is far above his group to continue to study with those whom he regards as ignorant. On the other hand, pride will not permit one who is far below his class to show his ignorance in that group. In the second place, the man far below those in his group shortly becomes discouraged because the work is far above his level, and the one who is far above his group is bored by having matters presented which are familiar to him.

Regular attendance, appreciated by those responsible for the school, was accurately checked up every evening. The factory executives were also interested in securing regularity of attendance. At the end of each week the school reported to each factory by enrolment number the men who had been absent from the respective factories. The average attendance for the nineteen meetings was

268, ranging from 438 on the second evening to 167 as the lowest record; 158 men were present from fifteen to nineteen nights; 113 were present from ten to fourteen nights, inclusive. The records disclose persistence of certain groups of men and lack of

TABLE I

NATIONALITY	No.	YEARS OF AGE OF MEN						MARRIED	SINGLE	NOT SPECIFIED (MARRIED OR SINGLE)
		Below 21	21-30	31-40	41-50	51-60	Not Speci- fied			
Polish.....	104	6	29	54	14	.....	1	70	27	7
Ruthenian.....	1	.....	.....	1	.....	.....	.....	1	.....	.....
Russian.....	51	1	14	23	9	2	2	34	14	3
Greek.....	2	.....	1	1	.....	.....	.....	1	1	.....
Lithuanian.....	27	.....	12	12	3	.....	.....	15	12	.....
Slavic.....	6	.....	2	3	1	.....	.....	3	2	1
Bohemian.....	2	.....	.....	1	1	.....	.....	2	.....	.....
Russian-Polish.....	28	1	9	15	2	.....	1	22	5	1
Hungarian.....	60	2	9	27	17	3	2	52	6	2
Galician.....	4	.....	.....	3	.....	.....	1	3	.....	1
Dutch.....	15	2	6	5	2	.....	.....	8	7	.....
Austrian-Polish.....	43	.....	16	18	6	.....	3	31	10	2
Austrian.....	98	4	22	55	15	.....	2	71	25	2
Russian-Lithuanian.....	3	.....	.....	1	2	.....	.....	1	2	.....
Rumanian.....	15	.....	3	6	6	.....	.....	12	3	.....
Buckowin.....	1	.....	.....	.....	1	.....	.....	1	.....	.....
Italian.....	39	5	15	12	5	.....	2	18	19	2
Danish.....	3	.....	.....	3	.....	.....	.....	3	.....	.....
Finnish.....	1	.....	.....	1	.....	.....	.....	.....	1	.....
Belgian.....	1	.....	.....	1	.....	.....	.....	1	.....	.....
German.....	8	.....	5	1	.....	2	.....	6	1	1
Servian.....	2	.....	1	.....	1	.....	.....	.....	2	.....
Ukraine-Russian.....	1	.....	.....	1	.....	.....	.....	1	.....	.....
American.....	1	.....	1	.....	.....	.....	.....	.....	1	.....
Canadian.....	1	.....	.....	.....	.....	1	.....	.....	1	.....
English.....	6	.....	1	4	1	.....	.....	4	2	.....
Austro-Hungarian.....	2	.....	.....	.....	1	.....	1	1	.....	1
Scotch.....	14	.....	5	5	2	.....	2	10	3	1
Swedish.....	13	2	2	6	2	.....	1	5	7	1
Total.....	552	23	153	259	91	8	18	376	151	25

persistence on the part of others. It would be interesting, if it were possible, to find the reason for the disappearance of the 103 from the roll after the second night. The fact that they appeared only one night accounts for the large number, 180, who were present only from one to four nights.

One of the attempts of the school was to secure information as to the civic, linguistic, and domestic status of the men, shown by the enrolment card noted above. As stated above, this card did not provide very accurate information as to the linguistic status of the men; they proved to be very much less proficient in English than the cards indicated them to be. This is due to the fact that foremen in dealing with the men would report a man as being able to speak English a little if he could understand and use a very few words in connection with his particular job in the factory. On the contrary, the school could not consider a man as having any particular ability to speak English unless he could at least do it on the level of a child in the second grade of school. Information regarding the civic and domestic status of the men was much more easily secured by the card. Table I displays the information regarding the age of the men and their domestic status. Information provided in the table is easily followed by reading the headings at the top. It is apparent at once that most of the men in this school ranged in age from twenty-one to forty, and that most of them are married. Another fact that stands out clearly is that the Polish nationality is by far the most predominating. The Austrian comes next. It is very likely that the Austrians are Austrian-Polish; in fact, one of the vertical columns provides for Austrian-Polish. Thus there are at least three columns that contain Polish—that marked “Polish,” that marked “Austrian,” and that marked “Austrian-Polish.” There is also a column for Russian-Polish.

Table II presents information as to the civic status of the men. The outstanding feature of this table is that most of the men have been here from six to fifteen years. The last half gives information as regards naturalization. A majority of them have taken out first papers, while a very small number have taken out second papers—seventeen in all.

Table III displays the information collected on the enrolment cards concerning the linguistic status of the men. It is altogether likely that the first half of the table, pertaining to reading and writing in their own language, is the only reliable portion. It is interesting to notice, however, that out of the group fifty-six did

TABLE II

NATIONALITY	No.	NUMBER OF YEARS' RESIDENCE IN THIS COUNTRY						NATURALIZATION PAPERS					
		5 or Less	6 to 10	11 to 15	16 to 20	More than 20	Not Specified	Taken Out First Papers	Have not Taken Out First Papers	Not Specified	Taken Out Second Papers	Have Not Taken Out Second Papers	Not Specified
Polish.....	104	11	51	30	8	3	1	79	22	3	9	45	50
Ruthenian.....	1	.....	1	.....	.....	.....	.....	.....	1	.....	.....	.....	1
Russian.....	51	3	19	22	5	2	.....	31	19	1	3	12	36
Greek.....	2	1	.....	1	.....	.....	.....	1	1	.....	.....	1	1
Lithuanian.....	27	1	16	7	3	.....	.....	21	6	.....	3	11	13
Slavic.....	6	.....	1	3	2	.....	.....	5	1	.....	.....	3	3
Bohemian.....	2	.....	1	1	.....	.....	.....	2	.....	.....	.....	2	.....
Russian-Polish.....	28	4	12	11	1	.....	.....	19	8	1	.....	2	20
Hungarian.....	60	8	21	26	3	1	1	47	13	.....	.....	8	52
Galician.....	4	1	1	1	1	.....	.....	2	1	1	.....	.....	4
Dutch.....	15	7	5	2	.....	.....	.....	11	4	.....	.....	.....	13
Austrian-Polish.....	43	5	24	9	4	1	.....	29	12	2	.....	2	34
Austrian.....	98	13	47	29	8	1	.....	77	19	2	1	19	78
Russian-Lithuanian.....	3	.....	1	.....	1	.....	.....	1	2	.....	.....	.....	3
Rumanian.....	15	4	4	5	1	1	.....	13	1	1	.....	7	8
Buckowin.....	1	1	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....
Italian.....	39	9	18	6	6	.....	.....	23	13	3	1	10	28
Danish.....	3	.....	2	1	.....	.....	.....	3	.....	.....	.....	1	2
Finnish.....	1	.....	1	.....	.....	.....	.....	1	.....	.....	.....	.....	.....
Belgian.....	1	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	1
German.....	8	.....	3	.....	1	4	.....	8	1	.....	.....	1	7
Servian.....	2	.....	2	.....	.....	.....	.....	1	1	.....	.....	2	.....
Ukraine-Russian.....	1	.....	1	.....	.....	.....	.....	1	.....	.....	.....	1	.....
American.....	1	.....	.....	.....	.....	1	.....	.....	.....	1	.....	.....	1
Canadian.....	1	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	1
English.....	6	.....	3	3	.....	.....	.....	5	1	.....	.....	2	4
Austro-Hungarian.....	2	1	1	.....	.....	.....	.....	1	.....	1	.....	.....	2
Scotch.....	14	1	11	2	.....	.....	.....	10	2	2	.....	2	12
Swedish.....	13	1	3	4	5	.....	.....	10	1	2	.....	2	11
Total.....	552	72	249	163	49	17	2	404	128	20	17	150	385

TABLE III

NATIONALITY	No.	READ AND WRITE IN OWN LANGUAGE						SPEAK, READ, AND WRITE ENGLISH								
		Read in Own Language	Do not Read Own Language	Not Specified	Write Own Language	Do not Write Own Language	Not Specified	Speak English	Do not Speak English	Not Specified	Read English	Do not Read English	Not Specified	Write English	Do not Write English	Not Specified
Polish.....	104	81	13	10	79	15	10	79	15	10	32	60	12	25	66	13
Ruthenian.....	1	1			1			1	1			1			1	
Russian.....	51	21	2	28	21	2	28	16	7	28	7	16	28	7	16	28
Greek.....	2	2			2			2			1		1		1	
Lithuanian.....	27	23	3	1	22	4	1	22	4	1	14	12	1	8	18	1
Slavic.....	6	5	1		5	1		5	1		2	4		2	4	
Bohemian.....	2	2			2			2			1			1		
Russian-Polish.....	28	6	2	20	6	2	20	8	2	18	2	8	18	2	8	18
Hungarian.....	60	23		37	23		37	16	7	37	9	13	38	7	15	38
Galician.....	4	1		3	1		3			1	3	1	3		1	3
Dutch.....	15	4		11	4		11	3	1	11	2	2	11	2	2	11
Austrian-Polish.....	43	13	1	29	14		29	13	1	29	5	9	29	3	11	29
Austrian.....	98	25	21	52	23	23	52	30	16	52	11	34	53	10	35	53
Russian-Lithuanian.....	3			3			3			3			3			3
Rumanian.....	15	10	5		10	5		13	2		5	6	4	4	7	4
Buckowin.....	1		1					1				1			1	
Italian.....	39	14	4	21	14	4	21	16	2	21	11	7	21	9	9	21
Danish.....	3	1		2	1		2	1		2		1	2	1		2
Finnish.....	1		1		1			1			1			1		
Belgian.....	1	1			1			1			1			1		
German.....	8	1		7	1		7	1		7	1	1	7	1		7
Servian.....	2	2			2			2			2			1	1	
Ukraine-Russian.....	1	1							1			1			1	
American.....	1	1			1			1			1			1		
Canadian.....	1											1			1	
English.....	6	3		3	3		3	3		3	3	3	3	3		3
Austro-Hungarian.....	2			2			2	2		2			2			2
Scotch.....	14	6		8	6		8	6		8	6	6	8	6		8
Swedish.....	13	4	1	8	4	1	8	5		8	5		8	2	3	8
Total.....	552	251	56	245	247	60	245	248	61	243	122	178	252	98	201	253

not read in their own language, and sixty did not write in their own language.

Great ingenuity was manifested by some of the teachers in devising means for carrying on conversations. Many classes were obliged to meet in laboratories, a fact which at first was thought to be an inconvenience but which proved to be a resource. Various materials about the laboratory were used as subjects of conversation. Some of the teachers made charts of various common objects and hung them about the room, using them as the basis of lessons. The sincerest spirit of co-operation prevailed in all classes. This is all the more remarkable since considerable pressure had been brought to bear upon some of the men to induce them to attend.

Various defects in teaching came to the surface which there was scarcely time to correct before the term was over. Some of the teachers were not careful in their own pronunciation of English. Sometimes phrases were spoken rapidly by teachers so that they sounded like one word, for example, "onthedesk." Some of the women teachers by intonation of voice and manner had a tendency to treat the men as little children. Another defect seemed to be that teachers often failed to explain certain words and did not drill sufficiently on idioms of the language.

The content of the textbooks as well as the subject-matter of the conversational exercises was largely civic in nature. The aim in the classes was twofold: to instruct in English and civics. The teachers tried to give all of the men an understanding of the structure of American institutions, national, state, and municipal, with just as much informal information as possible on the operation of these institutions. It was, of course, impossible to make all of the work civic in character. Many topics in business, industrial, and social life furnished a productive basis of class conversation.

The time at the disposal of the school was so short that everyone felt that the most should be made of every moment of the nineteen regular meetings. Under this pressure of limited time most of the men made remarkably rapid progress. Men who at the beginning of the period could not speak at all could at the close carry on simple conversations with considerable facility. In the classes above the first grade, the textbook used was in almost every case completed,

in addition to considerable supplementary reading. In the first grade several of the classes finished the reading book used and did a large amount of supplementary work in the *Students' Manual* furnished by the government. The testimony of both the men and the factory executives was to the effect that the work done was of the highest value both to the men and to the factory organizations. Men who were not able to speak English at all or very little at the beginning of the term were able on the final evening to stand up and in the presence of a large audience state in a few sentences how much they appreciated the training they had received. They also expressed firm determination to do more work of the same kind when school would open again. Factory executives declared that it was easier to direct the work of the men who had had training because they could better understand and execute orders. Furthermore, the school helped to create a better spirit in the factory organization.

The experiment showed clearly that the organization of a project in Americanization as well as its successful operation will be greatly facilitated when a more suitable series of tests is designed both for grading the men when they first come into the school and for testing them at various points in the course and at its conclusion.

During the last two evenings of the school, the Bureau of Naturalization sent representatives to examine the men in their knowledge of English and civics. As explained above, those who showed sufficient knowledge of civics and English were given the government diploma accepted by the government in lieu of the court examination when they secure their final citizenship papers. Nine men passed this examination. The other men who had not had their first papers long enough to get their second papers were also examined; if they reached the standard, they were given a certificate of the school called a "Certificate of Efficiency." The Bureau of Naturalization agreed to accept this school certificate in exchange for the government diploma at the time the man makes application for his second papers. Eighty-two of these certificates were awarded.

The school was closed by a public exercise with music and short addresses and the awarding of certificates and government diplomas.